

**MONTANA ADVANCED LIFE SUPPORT EDUCATION PROGRAM
APPLICATION MANUAL
Revised 06/2004**

Program Approval Application: ALS Education Programs

Montana Board of Medical Examiners
Montana Department of Labor and Industry
301 South Park Avenue
Helena, Montana
406-841-2359

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INTRODUCTION

In compliance, the Montana Department of Labor and Industry, Board of Medical Examiners has been delegated the authority to develop, implement and administer a program approval process for all Advanced Life Support (ALS) education programs conducted for personnel gaining certification as a ALS provider in the State of Montana. The purpose of this approval program for ALS education programs is to ensure quality and consistent minimum standards in the delivery of these education programs on a statewide basis.

In an effort to achieve this, the primary goal established is to ensure that all Montana ALS education programs meet the standards of quality outlined rules. A secondary goal established is to assist all existing and future Montana ALS education programs in meeting the standards detailed in the Regulations.

In an effort to best achieve the second goal, this manual has been developed to outline the procedures required to achieve State education program approval. It will assist education program administrators/coordinators in the preparation of information necessary to justify approval.

It is also important for ALS education programs to receive the recognition of their efforts in providing quality education and training for ALS providers in the State of Montana. Being awarded approval signifies that the education program meets the high standards set forth by peers and EMS professionals across the State.

Approval allows the entity the ability to conduct educational programs for EMT-Intermediate and EMT-Paramedic. They may also provide educational programs targeting endorsements. Approval also allows the entity to conduct any other EMS educational programs such as EMT-First Responder and EMT-Basic.

APPLICATION PROCESS

An Application Form shall be provided by the Board of Medical Examiners. The Application for ALS Education Program Approval shall be completed in its entirety and submitted to the Board of Medical Examiners at least six (6) months before the first course begins.

The completed Application for ALS Education Program Approval with attachments must be submitted to:

Montana Board of Medical Examiners
Kenneth L. Threet, EMS Training
301 South Park Avenue
P.O. Box 200513

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Helena, Montana 59620

ALS education programs accredited by the Commission on Approval of Allied Health Education Programs (CAAHEP) applying for Montana approval shall submit the following documents:

1. A copy of the Site Visit Report submitted to the JRCEMT-P by CAAHEAP.
2. A copy of the letter awarding accreditation from the Joint Review Committee on Education Programs for the EMT-P (JRCEMT-P) must be attached.
3. Any portion of the Montana ALS Education Program Approval application that is not duplicated in the CAAHEP accreditation process.

The completed Application Form for ALS Education Program Approval must be accompanied by two (2) attachments.

1. A cover letter, written on the agency / institution letterhead responsible for conducting/supporting the educational program, must be attached, requesting program approval. The letter must confirm continued support for the ALS education program during the two (2) year approval period.
2. One (1) copy of the Self Assessment Document shall be attached to the Application for ALS Education Program Approval

A letter from The Board of Medical Examiners acknowledging receipt of the Application for ALS Education Program Approval shall be sent to the requesting agency/institution.

SELF-ASSESSMENT STUDY DOCUMENT

1. The Self-Assessment Study Document provides each ALS education program with an opportunity to assess their objectives and degree of compliance with ALS education approval program. This evaluation should be comprehensive and clearly identify the program's strengths and limitations.
2. Each ALS education program is expected to complete the Self Assessment Study document accurately and thoroughly.
3. Completion of the Self Assessment Study Document should involve the entire program staff. This is to include but not limited to the program medical director, administrator/coordinator, administrative staff, faculty, students, and others in the health care delivery system involved in the educational program.

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4. The Self-Assessment Study document and attachments will be reviewed by the Board of Medical Examiners and if necessary, a site visit may be needed.

A. Content of Self-Assessment Study Document

1. Begin with an overview of ALS education program to include a brief statement regarding the development of program, target students, and communities of interest served by the ALS providers. Also addressed should be any special considerations impacting program delivery such as financial constraints, availability of clinical facilities, etc. This portion should not exceed two (2) pages in length.
2. Identify agencies/institutions (ownership and contact information) responsible for the oversight of the ALS education program.
3. Each ALS education program shall have a written statement of the program's goals, consistent with the sponsoring agency/institution's mission statement and the needs of the community. They shall serve as a guide for developing, implementing, and evaluating the educational program. A copy of the program's goals should be included in the self-assessment study document.
4. The ALS education program shall have educational objectives for each program delivered EMT-Intermediate 99 or EMT-Paramedic that meet the current National Standard Curricula (NSC). The objectives shall evolve from the program goals and shall be clearly stated, measurable, and attainable. They shall serve as the foundation for developing, implementing, and evaluating the educational program and shall identify the expected competencies of students completing the program. Objectives are divided into the three domains in education: cognitive, psychomotor and affective.
5. ALS education programs are delivered utilizing a variety of schedules or formats to meet the needs of the student population served and/or the agency/institution. A copy of the course syllabus for each different format or schedule must be attached to the self-assessment study document.
6. Resource availability is a crucial part of any ALS education program. These resources include administrative personnel, financial support, faculty, actual teaching facilities, and available clinical and field experiences. Medical guidance of the program is an essential component. The Self Assessment Study Document should contain the following information/attachments for the programs resources.

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A. Organization of Personnel

1. Attach a copy of the organizational chart that shows the relationship among students, faculty, medical director (Montana licensed Physician), Lead Instructor and other personnel for each course (which shall demonstrate the relationship of the program and it's staff to the sponsoring agency/organization.) The lines of authority, responsibility and communications shall be clearly indicated.
2. Program job titles, all full-time, part-time and volunteer positions, shall be included with a position description of each. The names of individuals holding these job titles shall also be listed when available.

B. Medical Director

Each program shall have a Medical Director who shall be available to the program to provide oversight to the educational content and field internship portions of the program. He/She shall ensure the content and the quality meet required standards.

1. Attach the Medical Director's job description or listing of duties and responsibilities
2. Describe the role the Medical Director in the ALS education program.
3. Include a copy of the Medical Director's curriculum vitae

C. Lead Instructor

Each ALS education program shall have a Lead Instructor to manage the overall aspects of the ALS education program.

1. The Lead Instructor ensures the success of the educational program. He/She is responsible for the organization, administration, evaluation, continued development and effectiveness of the educational program.
2. Attach a copy of the Lead Instructor's training certificate from the State of Montana as well as a curriculum vitae which substantiates that the individual has at least 2 years experience

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instructing and evaluating EMT- Basic and / or EMT-Intermediate students, experience with administration of educational programs, and a Montana EMT-Intermediate licensure or greater. The Lead Instructor shall also have knowledge of the Montana EMS Protocols for Emergency Medical Services Providers.

D. Instructors

An instructor, or an interim instructor, under the supervision of the Lead Instructor, must teach each lesson of the course. A ratio of 1 instructor to no more than 6 students must be maintained when practical skills are taught. Include a copy of the instructor(s) that are being utilized by the training facility.

Didactic Instructors

Didactic instructor should be a subject matter expert whose ability to present lecture material and has been evaluated by the Lead Instructor and approved by the Medical Director. The didactic instructor must fully understand the content and depth of the NSC being utilized by the training facility. The didactic instructor is under the supervision of the Lead Instructor and Medical Director. Instructor to student ratio is not an issue.

Practical Skill Instructors

Practical skill instructors must be proficient in the skill they are instructing and has been evaluated by the Lead Instructor and approved by the Medical Director. They must fully understand and be able to perform, the psychomotor objective they are demonstrating and instructing. The practical skills instructor must fully understand the content and depth of the NSC being utilized by the training facility. The practical skills instructor is under the supervision of the Lead Instructor and Medical Director. An instructor to student ratio must never be greater than 1:6.

Clinical Preceptor

Clinical preceptors shall have documented licensure for at least 2 years to perform the skills, preceptor education, experience and privileges for the field and clinical skills being supervised and evaluated. The clinical preceptor must fully understand the content and depth of the NSC being utilized by the training facility. The clinical preceptor is under the supervision of the Lead Instructor and has been evaluated by the Lead Instructor and approved by the Medical Director. The preceptor to student ratio must never be greater than 1:3; the training facility should strive for a 1:1 ratio.

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E. Financial Support Sources for Program

Financial support for many of the ALS education programs comes from a variety of sources. These may include but not be limited to the local jurisdiction, volunteer organization or a combination of the above. Within the application, the ALS education program shall:

1. Describe the sources of financial support required to conduct the ALS education program

F. Instructional Facilities

Each program shall maintain facilities adequate for presentation of didactic, skill instruction and practice sessions. A secured record storage area must be used for student and program files. The application shall:

1. Indicate the maximum number of students that can be accepted into the program. If there is a minimum number of students required to conduct the program, that number shall also be included in this section.
2. Describe the classrooms to include location, student capacity, labs, instructional materials, and provide a list ALS educational equipment utilized in the program (type, brand and quantity). Include additional equipment and facilities if utilized for extrication, scenarios, etc. If you are operating an outreach portion of your program (your program in its entirety or part, travels to other locations to conduct training) describe how this is provided and include as minimum: how you assure adequate facilities, equipment and provide copies of contracts entered into to previously to demonstrate how this is accomplished.
3. Describe the clinical facilities available to the training facility. Include a copy of the contract and description of how they are utilized. The contract must be current and contain the following information as a minimum: contact person(s) responsible for the medical facilities administration, contact person(s) responsible for the medical facilities medical staff, required training for students prior to entering the facility, required liability coverage for students, description of the feedback process and documentation required, and the available times and locations within the medical facility that are available. Provide a separate document defining the expected number of specific procedures that will be available within specific time frames. (i.e. 12

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intubations per visit to the surgical unit between the hours of 5 am and 10 am). If this facility is located outside Montana, provide written documentation that the students can function there legally, from the licensing body of that state.

4. Describe the field internship available to the training facility. Include a copy of the contract and description of how they are utilized. The contract must be current and contain the following information as a minimum: contact person(s) responsible for the services administration, contact person(s) responsible for the companies medical control, required training for students prior to operating on the vehicles, required liability coverage for students, description of the feedback process and documentation required, and the available times and procedures that are available. If this service is located outside Montana, provide written documentation that the students can function there legally, from the licensing body of that state.

G. Students

While a student's success in an educational program is dependent upon many factors, each student deserves an opportunity to succeed. Operational policies at the training facility assure the student a fair process.

1. Provide a copy of your established criteria for student selection and procedure.
2. Provide a copy of any information packet provided to students accepted into the ALS education program.
3. Describe any resources available to assist students with problems encountered during the ALS education program. These problems may be related to educational difficulties, skill performance problems, or behavioral problems. If resources are unavailable, explain how these problems are managed.
4. Describe all measures used to promote student progress and success such as tutoring capabilities, remedial training, self-study computer programs, and organized study groups as examples.
5. Describe evaluation tools used to assist the student to determine success or failure during the program. Include the development strategies for written exams, practical skills, role-playing scenarios, or

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a combination of the above. Indicate how student success is measured. Provide copies for examples.

6. Indicate how written and verbal feedback is provided to the student. Are action plans for improvements developed with student and what are the medical director and or lead instructors' participation in their development?
7. Provide policies and procedures, which define conditions and the process used for dismissal of students from the program.
8. Describe the appeal process students may use to request a review of evaluations or disciplinary actions.
9. Describe how the student records are maintained which ensures their confidentiality.
10. Describe how students are identified in the field internship areas.
11. Provide copies of your ADA policies as they relate to the program.

H. Program evaluation

Each program, *(in an effort to continuously improve the quality of the ALS education delivered,)* shall have a written policy and procedure for evaluation of the ALS education program. Evaluation shall be done annually and provide written objective evidence that the program is meeting its objectives and the changing needs of EMS care

1. Attach copies of program evaluation tools used by both student and faculty members to provide feedback about the program.
2. Attach copies of survey tools used to determine if the successful students have the ability to function as entry-level providers in the field.
3. Describe methods developed to improve weak areas identified and indicate if changes initiated are again evaluated.

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Categories of Approval

An ALS education program shall be assigned one (1) of three categories of approval status by the Montana Board of Medical Examiners following the application review.

A. Unconditional Approval 1 -year period

This status is assigned when the program meets criteria. An annual written report of ALS educational activities and progress shall be submitted to the Montana Board of Medical Examiners. CAAHEP accredited program shall also submit an annual report and updated CAAHEP status (if applicable).

B. Provisional Approval - 1-year period

This status is assigned when the written application has substantial limitations in meeting criteria that can be resolved within the definite time frame. The applicant is required to submit a written progress report addressing these limitations to the Board of Medical Examiners. A site visit may be required to verify that all limitations are resolved. After the issues have been resolved or after a site visit the Montana Board of Medical Examiners may issue approval if the applicant has satisfied all requirements.

C. Denial or Revocation of Approval

This status is assigned when application materials substantiates that the program/organization is not in compliance with the criteria. The program shall be notified of the department's decision.

D. Cancellation of Approval

The board may cancel approval of training courses for failure to comply with any of the requirements including providing false information.

E. Appeal Process

In the event the board's designee disapproves an EMT training Program, the application will be considered by the board during the next regularly scheduled board meeting or the lead instructor and/or service medical director may request in writing an alternate regularly scheduled board meeting.

Annual Report

Each approved ALS education program must submit to the Montana Board of Medical Examiners a report of ALS educational activities conducted during the past year. The

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report shall be submitted prior to the expiration date of the program approval. If not received, the program renewal will be delayed until the report is received by the Montana Medical Examiners.

1. Contents of Annual Report

A statistical breakdown of the students involved in the programs over the past year should include: level and type of program(s) offered, numbers of students accepted into the program(s), dropped and reason dropped, failed, completed course, successfully completed State practical exam, failed, areas of failure, retest results, and types of remediation provided. Provide copies of the certificates provided to the students by the program.

The Montana Board of Medical Examiners may request (and the program must comply) any information identified above at any time during the compliance, or monitor the program. Specific information concerning a certain student may be requested as well to assure status within the program.

Requirements for Maintaining Approval (renewal)

All agencies/institutions conducting ALS education programs in Montana are required to comply with the State EMS Board standards, guidelines, and policies in order to maintain approval status including the:

:

- A. Adherence to all ALS Program Standards as approved by the Montana Board of Medical Examiners
- B. Advising within fifteen (15) days, the Board of Medical Examiners of any changes in personnel directly responsible for the administration/coordination of the program such as the Medical Director or Lead Instructor.
- C. Advising within fifteen (15) days, The Board of Medical Examiners of any organizational or programmatic changes that adversely affect the approved programs ability to meet the established criteria
- D. Maintenance of an ongoing quality improvement process
- E. Conducting a minimum of one (1) ALS education program each year
- F. Maintenance of the integrity of the curricula, resources, facilities, finances, equipment and evaluation requirements.

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G. Submission of required annual report to The Board of Medical Examiners by the program.

H. Submit a renewal application prior to the expiration program expiration date.